



ARKANSAS SUPERINTENDENT EVALUATION SYSTEM

Rubric for Assessment

A Resource for Determining Performance Ratings on Goals and Standards

Standard 1 – Vision, Mission, and Goals

<p>Standard 1: An education leader promotes the success of every student by facilitating development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all appropriate stakeholders.</p>	<p>Functions:</p> <ul style="list-style-type: none"> A. Collaboratively develop and implement a shared vision and mission B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning C. Create and implement plans to achieve goals D. Promote continuous and sustainable improvement through a systemic process of evaluation and plan revision 		
Levels of Performance			
Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Does not develop or implement a shared vision of learning to guide organizational decisions and actions ▪▪ Does not use data to establish district goals, implement plans, and assess district effectiveness. ▪▪ Neglects to promote continuous improvement ▪▪ Does not support a system of continuous improvement 	<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Develops and implements a vision of learning to guide organizational decisions and actions ▪▪ Gathers limited data to establish district goals, inconsistently implements plans, and periodically assesses district effectiveness ▪▪ Promotes continuous improvement with limited success 	<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Collaboratively develops and implements a shared vision of learning to guide organizational decisions and actions ▪▪ Gathers data to establish district goals, implement plans, and assess district effectiveness ▪▪ Inspires continuous improvement by supporting a systematic evaluation cycle of monitoring and revising 	<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Has a systematic, data-driven process to engage stakeholders to collaboratively develop and implement a shared vision of learning to guide organizational decisions and actions ▪▪ Uses data from multiple sources to establish district goals, implement plans, and assess district effectiveness ▪▪ Inspires continuous improvement by conducting ongoing conversations with stakeholders to ensure focus on vision, mission and goals in the operation of the district

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Standard 2 – Teaching and Learning

<p>Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a district culture and instructional program conducive to student learning and staff professional growth.</p>	<p>Functions:</p> <ul style="list-style-type: none"> A. Nurture and sustain a culture of collaboration, trust, learning, and high academic expectations B. Promote and support a comprehensive, rigorous, and coherent curricular program C. Promote and support a personalized and motivating learning environment for students D. Employs research-anchored and valid systems of performance management E. Ensure supervision of instructional program F. Ensure the development of assessment and accountability systems to monitor student progress G. Develop the instructional and leadership capacity of staff H. Maximize time spent on quality instruction I. Promote the use of the most effective and appropriate technologies to support teaching and learning J. Monitor and evaluate the impact of the instructional program K. Establish systems to recruit and recommends for employment qualified leaders, teachers, and other professional staff 		
Levels of Performance			
Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Fails to nurture and sustain a positive culture that emphasizes: <ul style="list-style-type: none"> ○ High academic expectations. ○ Collaboration and trust. ○ Continuous learning for educators and students ▪▪ Refers to teacher, principal, and superintendent evaluation systems only for compliance ▪▪ Does not share or distribute responsibilities for providing quality, effectiveness, and coherence across all aspects of the instructional system ▪▪ Neglects to establish a professional culture where learning opportunities for students align with the district's 	<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Occasionally nurtures and sustains a positive culture that emphasizes: <ul style="list-style-type: none"> ○ High academic expectations ○ Collaboration and trust ○ Continuous learning for educators and students ▪▪ Presents teacher, principal and superintendent evaluation systems suggesting they be implemented with fidelity ▪▪ Attempts to share and distribute responsibilities for providing quality, effectiveness, and coherence across all aspects of the instructional system ▪▪ Establishes a professional culture where: <ul style="list-style-type: none"> ○ Learning opportunities for 	<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Nurtures and sustains a positive culture that emphasizes: <ul style="list-style-type: none"> ○ High academic expectations ○ Collaboration and trust ○ Continuous learning for educators and students ▪▪ Ensures that teacher, principal, and superintendent evaluation systems are implemented with fidelity with the purpose of improving professional practice and positively impacting student growth and achievement ▪▪ Shares and distributes responsibilities for providing quality, effectiveness, and coherence across all aspects of the instructional system, which includes: <ul style="list-style-type: none"> ○ A rigorous curriculum ○ Rich instructional resources 	<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Collaborates with stakeholders to nurture and sustain a positive culture that emphasizes (for all students): <ul style="list-style-type: none"> ○ High academic expectations ○ Collaboration and trust ○ Continuous learning for educators and students ▪▪ Directs, reports on and responds to research studying the effectiveness of the teacher, principal, and superintendent evaluation systems on improving professional practice and positively impacting student growth and achievement ▪▪ Empowers others to assume the responsibilities for providing quality, effectiveness, and coherence across all aspects of the instructional system, which includes: <ul style="list-style-type: none"> ○ A rigorous curriculum

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<p>mission, vision, and goals</p> <ul style="list-style-type: none"> ▪▪ The effectiveness of the learning opportunities for students are not monitored, evaluated, and adjusted when indicated ▪▪ Engages in random employment practices neglecting to follow an established process 	<p>students somewhat align with the district's mission, vision, and goals</p> <ul style="list-style-type: none"> ○ The effectiveness of the learning opportunities for students are minimally monitored, evaluated, and adjusted when indicated ▪▪ Inconsistently recommends, recruits, interviews, candidates who meet job requirements and the diverse needs of the district 	<ul style="list-style-type: none"> ○ Varied instructional practices to meet individual needs (differentiated instruction) ○ Sound student assessments of and for learning ▪▪ Establishes a professional culture where: <ul style="list-style-type: none"> ○ Learning opportunities for students align with the district's mission, vision, and goals ○ The effectiveness of the learning opportunities for students are frequently monitored, evaluated, and adjusted when indicated ▪▪ Establishes consistent practices to recruit, interview, recommend for employment candidates who meet job requirements and the diverse needs of the district 	<ul style="list-style-type: none"> ○ Rich instructional resources ○ Varied instructional practices to meet individual needs (differentiated instruction) ○ Sound student assessments of and for learning ▪▪ Models and promotes a professional culture where: <ul style="list-style-type: none"> ○ Learning opportunities for students align with the district's mission, vision, and goals ○ The effectiveness of the learning opportunities for students are adjusted to ensure fair instructional practices meet varied individual needs ▪▪ Ensures that highly effective candidates who address the diverse needs of the district are recommended for employment
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Standard 3 – Managing Organizational Systems and Safety

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Ensure the development of a culture of trust where productive relationships thrive
- E. Develop the capacity for distributed leadership
- F. Ensure teacher and organizational time is focused to support quality instruction and student learning

Levels of Performance

Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Does not monitor and evaluate district management of operational systems to ensure the efficient use of resources (human, fiscal, technological) ▪▪ Fails to protect the welfare of students and staff and resists efforts to: <ul style="list-style-type: none"> ○ Promote a safe environment ○ Ensure that teacher and organizational time supports quality instruction and student learning ▪▪ Does not promote a culture of trust ▪▪ Does not develop the capacity for shared and distributed leadership throughout the district 	<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Attempts to monitor and evaluate district management of operational systems ▪▪ Obtains, allocates and utilizes resources ▪▪ Attempts to protect the welfare of students and staff by: <ul style="list-style-type: none"> ○ Promoting a safe environment ○ Ensuring that teacher and organizational time supports quality instruction and student learning ▪▪ Discusses and promotes a culture of trust with limited results ▪▪ Recognizes the need for but is inconsistent in implementation of shared and distributed leadership throughout the district 	<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Monitors and evaluates district management of operational systems ensuring maximum effectiveness. ▪▪ Obtains, allocates, and efficiently utilizes resources (human, fiscal, and technological) ▪▪ Protects the welfare of students and staff by: <ul style="list-style-type: none"> ○ Promoting a safe environment. ○ Ensuring that teacher and organizational time supports quality instruction and student learning ▪▪ Ensures a culture where productive relationships thrive by building trust through honesty, mutual respect, and open communication ▪▪ Develops the capacity for shared and distributed leadership throughout the district 	<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Continually monitors and evaluates district management of operational systems and modifies efforts to ensure the efficient use of resources (human, fiscal, technological) ▪▪ Is proactive in efforts to protect the welfare of students and staff by: <ul style="list-style-type: none"> ○ Involving community resources to help promote a safe environment ○ Utilizing multiple sources of evidence and support to ensure that teacher and organizational time supports quality instruction and student learning ▪▪ Ensures a culture where productive relationships thrive by building trust through honesty, mutual respect, and open communication with and between students, school professionals, parents and the community ▪▪ Models and promotes shared and distributed leadership throughout the district through a systematic process of involving stakeholders in the evaluation of the district's operation and environment.

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Standard 4 – Collaborating with Families and Stakeholders

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Levels of Performance

Not Meeting Standards	Progressing	Proficient	Exemplary (Includes Proficient)
<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Fails to promote the understanding and appreciation of diverse community resources (cultural, social, and intellectual) ▪▪ Neglects to build and sustain <ul style="list-style-type: none"> ○ Positive relationships with families and caregivers ○ Productive relationships with community partners ○ Relationships with the School Board ▪▪ Does not collect and analyze data and information about the effectiveness of the educational environment 	<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Recognizes and appreciates the diverse community resources (cultural, social, and intellectual) but promotes understanding with limited success ▪▪ Seeks to build and sustain <ul style="list-style-type: none"> ○ Positive relationships with families and caregivers ○ Productive relationships with community partners ○ Relationships with the School Board ▪▪ Occasionally collects and analyzes data and information about the effectiveness of the educational environment 	<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Promotes the understanding and appreciation of diverse community resources (cultural, social, and intellectual) ▪▪ Builds and sustains <ul style="list-style-type: none"> ○ Positive relationships with families and caregivers. ○ Productive relationships with community partners ○ Productive relationships with the School Board ▪▪ Collects and analyzes data and information about the effectiveness of the educational environment 	<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Engages the community in the understanding and appreciation of diverse community resources (cultural, social, and intellectual) ▪▪ Advocates and advances <ul style="list-style-type: none"> ○ Positive relationships with families and caregivers. ○ Productive relationships with community partners ○ Productive relationships with the School Board ▪▪ Systematically and collaboratively collects and analyzes data and information about the effectiveness of the educational environment

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Standard 5 – Ethics and Integrity

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Levels of Performance

Not Meeting Standards	Progressing	Proficient	Exemplary (Includes Proficient)
<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Fails to ensure a district system of accountability for every student's academic achievement and social well-being ▪▪ Ignores individual student needs ▪▪ Does not demonstrate self-awareness, reflective practice, transparency, and ethical behavior 	<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Attempts to ensure a district system of accountability for every student's academic achievement and social well being with limited success ▪▪ Occasionally demonstrates self-awareness, reflective practice, transparency, and ethical behavior by: <ul style="list-style-type: none"> ○ Promoting social justice ○ Maintaining the values of democracy, equity, and diversity ○ Evaluating the moral and legal consequences of decision-making 	<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Ensures a data-driven system of accountability for every student's academic achievement and social well being making certain that individual student needs inform all aspects of districting ▪▪ Demonstrates self-awareness, reflective practice, transparency, and ethical behavior by: <ul style="list-style-type: none"> ○ Modeling and promoting social justice ○ Safeguarding the values of democracy, equity, and diversity ○ Evaluating the moral and legal consequences of decision-making 	<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Ensures a data-driven system of accountability for every student's academic achievement and social well being by advocating that individual student needs inform all aspects of districting ▪▪ Evaluates and modifies self-awareness, reflective practice, transparency, and ethical behavior by: <ul style="list-style-type: none"> ○ Modeling and promoting social justice ○ Safeguarding the values of democracy, equity, and diversity ○ Engages stakeholders in evaluating the moral and legal consequences of decisions and actions on students, educators and the community

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Standard 6 – The Education System

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Levels of Performance

Not Meeting Standards	Progressing	Proficient	Exemplary (Includes Proficient)
<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Neglects efforts to advocate for students and their families and caregivers ▪▪ Does not work to influence local, district, state, and/or national decisions affecting student learning ▪▪ Fails to assess, analyze, and anticipate emerging educational trends 	<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Attempts to advocate for students and their families and caregivers by: <ul style="list-style-type: none"> ○ Exploring existing practices to influence local, district, state, and/or national decisions affecting student learning ○ Assessing, analyzing, and responding to educational trends 	<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Advocates for students and their families and caregivers by: <ul style="list-style-type: none"> ○ Working to influence local, district, state, and/or national decisions affecting student learning ○ Assessing, analyzing, and anticipating emerging educational trends to adapt effective leadership strategies 	<p>The superintendent</p> <ul style="list-style-type: none"> ▪▪ Consistently advocates for students and their families and caregivers by: <ul style="list-style-type: none"> ○ Building systems to influence local, district, state, and/or national decisions affecting student learning. ○ Anticipating and evaluating the impact of emerging educational trends to adapt effective leadership strategies.